

INSPECTION REPORT

BROOMFIELD SCHOOL

Northallerton

LEA area: North Yorkshire

Unique reference number: 121359

Headteacher: Miss H J Thom

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 14th -16th February 2000

Inspection number: 191644

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Broomfield Avenue Northallerton
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R K Slater
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils	236	(about average)
Pupils with English as an additional language	0%	(low)
Pupils entitled to free school meals	1.3%	(much below average)
Pupils on the special needs register	4.7%	(below average)
Average class size	29.5	

This school is of average size for a primary school and educates pupils between the ages of four and eleven. There are currently 236 pupils on roll, and no pupils speak English as an additional language. There are 26 children in the Reception year and 17 of these are under five years of age. The attainment of four year olds is above average when they start school. The percentage of the school's pupils eligible for free school meals (1.3 per cent) is well below the national average. The percentage of pupils on the school's register of special educational needs (4.7 per cent) is below the national average. The school is popular and is oversubscribed.

HOW GOOD THE SCHOOL IS

This is a very good school. The pupils achieve high standards in all aspects of their education. Overall, the quality of teaching is very good, as is leadership and management. The strengths of the school greatly outweigh its weaknesses and the school provides very good value for money.

What the school does well

- Standards of attainment are very high throughout the school.
- The quality of teaching is very good, overall.
- Pupils enjoy their work, are eager to learn and try their best in lessons.
- The school provides very good quality learning opportunities, which stimulate interest in the pupils.
- Pupils have very good social skills and a strong sense of moral responsibility.
- Procedures for monitoring the pupils' academic progress are excellent.
- The headteacher, with the support of the governors, staff, and the wider school community, gives very good leadership: the school's ethos strongly supports learning.

What could be improved

- Information and communications technology is not systematically used to support learning in subjects across the curriculum.
- Attainment in science, especially for higher attaining pupils, is less strong than in English and mathematics.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The rate of improvement since the last inspection has been very good. The quality of teaching has improved and unsatisfactory teaching has been eliminated. Arrangements for the monitoring of pupils' progress are now very effective. The headteacher monitors the quality of teaching and learning regularly, but the role of curriculum co-ordinators in monitoring the quality of learning in their own subjects is inconsistent. The needs of higher attaining pupils are effectively addressed, although their attainment in science lags behind their attainment in English and mathematics. The school's provision for information and communications technology continues to improve and the successful introduction of the National Literacy and Numeracy Strategies is raising attainment in English and mathematics. The school is very well placed to continue to improve in the areas of teaching and learning and leadership and management.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	B
mathematics	B	C	A	B
science	C	C	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Five year olds in the current Reception classes are achieving beyond what is normally expected for their age in language and literacy and in numeracy. At seven years of age, standards of attainment are well above the national averages in reading, writing and mathematics. Teachers' assessments for science put attainment well above the national average. When compared to schools which draw their pupils from similar backgrounds, standards are broadly average in reading and writing, but above average in mathematics. By the age of 11, attainment in English and mathematics is well above the national average and in science is above the national average. Compared with similar schools, attainment is above average in English and mathematics and broadly in line with the average in science. The work that pupils were doing during the inspection confirmed these standards. Attainment in the other subjects of the curriculum is at least in line with that normally found in other schools of this type and often better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and concentrate well, often for long periods. They are responsive and responsible and have very good attitudes to the school.
Behaviour, in and out of classrooms	Behaviour in and out of the classroom is very good. Pupils respect each other and adults in the school. Play is lively but friendly.
Personal development and relationships	Personal development is good and older pupils have a number of opportunities to take responsibility. However, the personal development of individual pupils is not systematically tracked and recorded. Relationships are very good throughout the school.
Attendance	Attendance is very good and pupils enjoy coming to school.

The high quality of relationships throughout the school and the respect shown by all members of the school community to each other promote pupils' confidence and self esteem. Pupils are highly motivated in lessons and eager to learn. They support each other very well and pupils of all ages mix well together. No pupils have ever been excluded from the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching of English, including reading and writing, is very good up to the end of Key Stage 1 and good, overall, in Key Stage 2. The teaching of mathematics is very good throughout the school. The basic skills of literacy and numeracy are very well developed, overall, across the key stages. The small amount of teaching that it was possible to see in science during the inspection was satisfactory. During the inspection, all the teaching observed was at least satisfactory, with 84 per cent being at least good. Forty per cent of the lessons observed were judged to be very good and eight per cent were excellent. Teachers are enthusiastic and very clear about what pupils are learning and why. They make considerable efforts to make lessons interesting, varied and challenging to pupils of all abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, rich and relevant. It caters very well for the wide range of pupils' interests and abilities. Good community links enrich learning, as does the range of extra-curricular activities. Pupils are well prepared to live in the wider world.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. They make satisfactory progress.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very clear codes for behaviour and the good role models provided by all adults in the school ensure that pupils develop a mature understanding of their social and moral responsibilities. Good provision is made for spiritual development and for pupils to appreciate cultural traditions.
How well the school cares for its pupils	The school's procedures for evaluating pupils' attainment and progress are excellent. This information is then used very effectively to promote further progress. Procedures for tracking and promoting pupils' personal development are less well developed. Procedures for creating a secure and friendly learning environment are very good.

The school's curriculum fulfils all statutory requirements. There is very good provision in English and mathematics and good provision in science. The provision for information and communications technology continues to improve as the school upgrades and extends its resources. The school recognises that this technology is not yet being used systematically to support teaching and learning in all subjects.

Teachers know their pupils very well, and this enables the school to care very well for pupils of all ages. Very good use is made of information from assessments to promote academic progress for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's commitment to improvement is excellent. This commitment, which is shared by all staff, is underpinned by the headteacher's very good leadership and management, in which she is ably supported by the senior management team and the whole school community. This creates an ethos which strongly promotes learning, while ensuring that lessons are enjoyable.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. There is a clear, shared vision of the school's purpose and how to set about raising standards further. Management of finance is effective.
The school's evaluation of its performance	The school has a good appreciation of its strengths and weaknesses. The fact that appraisal of teachers is not up to date is a weakness in determining priorities for professional development.
The strategic use of resources	Good use is made of staff, of time, of material resources and of the building.

The quality of leadership and management is a major strength of the school. The school is ahead of many schools of this type in its procedures for evaluating its performance. The headteacher monitors the quality of teaching and learning well, but the role of the subject co-ordinators in monitoring their subjects is inconsistent. The school's procedures for evaluating the effectiveness of initiatives are sound but could be made more rigorous. The school makes good efforts to ensure that its expenditure is cost effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • Children make good progress. • Behaviour is good. • Teaching is good. • Parents are well informed about progress. • Parents are happy to approach the school with problems. • Children are encouraged to work hard. • The school is well led and managed. • The school promotes good attitudes. • Annual reports are detailed and thorough. 	<ul style="list-style-type: none"> • There is some concern about the amount of homework, and the consistency with which it is set. • Some parents (15 per cent) question whether the school works sufficiently closely with parents. • 30 per cent of parents disagree that the school provides an interesting range of activities outside lessons. • Some parents are concerned about the lack of opportunities for refreshment for small children, and about the 30 minute difference in end of school times for Key Stage 1 and Key Stage 2 pupils.

The inspection agrees with the positive views expressed by parents. Homework has a positive impact on attainment and progress. The inspection team believes that this school is more successful than many in the way it works with parents. The range of extra-curricular activities is typical for schools of this type. It is unusual for small children not to have the opportunity for mid-morning refreshment and this may adversely affect their powers of concentration. It is unusual for the gap between Key Stage 1 and Key Stage 2 finishing times to be as much as 30 minutes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are very high throughout the school

1. The attainment of children is above that normally found when they enter the school, although they are not so advanced in writing as they are in other areas such as social development. In the National Curriculum tests at the end of Key Stage 1 in 1999, the school's results were well above the national average in reading, writing and mathematics. At the end of Key Stage 2 in 1999, results were well above the national average in English and mathematics and above average in science. At Key Stage 1, attainment in reading and writing was in line with the averages of schools drawing their pupils from similar backgrounds; in mathematics, it was above average. At Key stage 2, the school was above the average of similar schools in English and mathematics and in line with the average in science.
2. In English, the youngest pupils in the school are quickly introduced to the need to write in sentences with appropriate use of capital letters and full stops. Many Year 1 pupils write good, accurate, simple sentences in a clear joined script. The quality of writing improves impressively as pupils move through the key stages and, by Year 6, there are many examples of good pieces of extended writing using imaginative language to express thoughts and ideas. Drafting is effectively used to improve writing and to explore different styles of writing for different purposes. In the upper school, there are some quite outstanding examples of poetry writing.
3. Successful writing is rooted in an enjoyment of reading. The pupils love stories and quickly learn to read. By the end of Key Stage 1, they have good strategies for reading unfamiliar words and enjoy reading different forms of writing, including stories and poetry. Older pupils read widely for pleasure and to find information for their school work and their own interests. Reading effectively supports learning across the curriculum.
4. Pupils' speaking and listening skills are well above average. Pupils throughout the school talk confidently about their work and are happy to discuss their ideas with visitors. Teachers ask searching questions, which help pupils to develop good skills in expressing themselves. For example, in a Year 3/4 English lesson, some imaginative adjectives such as 'robotic' and 'toxic' were suggested, while grey was described as 'a dull, boring word'; 'greenish was described as meaning 'with just a hint of green'.
5. Listening skills are equally well developed. Pupils listen with good levels of concentration for long periods and treat suggestions from adults and other pupils with respect. These good skills in speaking and listening are effectively used to enhance learning across the curriculum.
6. Good language skills underpin learning in mathematics throughout the school, where the correct use of mathematical terms is effective in reinforcing understanding. The daily practice of mental mathematics is sharpening speed of response and teachers skilfully make this learning fun. For example, the two Year 3/4 classes were timing themselves in completing a mental arithmetic exercise to see which class was quickest: this resulted in total concentration and a good level of mutual support. Knowledge and understanding are systematically developed as pupils move through the key stages and learning is reinforced well by referring back to previous work.
7. In science, attainment at the end of Key Stage 2 is above the national average. Attainment in information and communications technology is in line with national expectations, but the rate of progress in learning is now good. Learning in religious education meets the requirements of the locally agreed syllabus. Attainment in the other subjects of the curriculum is at least in line with national expectations and often better.

The quality of teaching is very good overall.

8. Teaching is a strength of the school, with 84 per cent of teaching being good or better.

Throughout the school, teachers plan lessons thoroughly and thoughtfully. Joint planning in year groups effectively promotes good practice. Lessons identify precise learning objectives and activities are planned which will support learning for pupils of different abilities. Lessons are well structured to retain the pupils' interest and proceed at good pace. Support staff are well used and are well prepared. Teachers are secure in their understanding of the methodologies of the National Literacy and Numeracy strategies and are using the opportunities that these strategies provide to raise attainment, with great success. Their teaching of phonics and other basic skills is very secure. These features, together with teachers' enthusiasm for their work, contribute significantly to the high standards achieved and to the very good progress that pupils make in their learning. Resources are well used throughout the school to enrich learning and the quality of oral work, including teachers' skills in asking penetrating questions, effectively sharpens pupils' responses.

9. In the very good lessons for four to seven year olds, teachers explain the purpose of the lesson very clearly. Their expectations are extremely high, the pace is brisk and no opportunity is lost to extend and reinforce understanding. Challenging questions are skilfully used to stretch the pupils and ensure clarity in their thinking. As a result, concentration is good and pupils are thoroughly interested in their work. In these lessons, management of pupils appears effortless. Good and effective learning is accompanied by a sense of fun and enjoyment. For example, in a numeracy lesson, pupils enjoyed filling in the missing numbers in the number grid, and the teacher's skill in grading her questions according to ability ensured that pupils' self esteem, including those pupils with special educational needs, was raised and reinforced.
10. In Key Stage 2, in an excellent English lesson, the teacher's charismatic and enthusiastic approach resulted in an exceptionally high quality of learning. The teacher's imaginative approach meant that the pupils' interest was such that they did not want the reading to stop or the lesson to end. The quality of the relationships between teacher and pupils meant that the question of discipline simply did not arise; all pupils were totally committed to getting on with the work which was absorbing them. Carefully graded work enabled pupils of different levels of attainment to make excellent progress in their learning. They were extremely co-operative and keen to respond to questions. Their infectious enthusiasm meant that the lesson proceeded very briskly and a good amount of high quality work was completed.

Pupils enjoy their work, are eager to learn and try their best in lessons.

11. Pupils respond to their lessons with considerable enthusiasm and their eagerness to work hard is evident in lessons throughout the school. They recognise that their teachers work hard on their behalf and they respond by participating eagerly in the tasks that they are asked to undertake. Their attitudes to learning are very good and rooted in a mature understanding of the importance of schooling. This shared commitment between teachers and pupils is fundamental to the school's success.
12. This eagerness to learn is evident in all age groups. In a Reception/Year 1 class, children involved in a writing exercise were pleased to show their work to their visitor and, if suggestions were made for improvement, to return and show how they had improved their writing. A Year 1/2 class thoroughly enjoyed a physical education lesson based on ball skills. They responded quickly to instructions, found partners without fuss and settled quickly into their teams. Excited and enthusiastic youngsters still co-operated in a mature way so as to enable others to enjoy and benefit from the lesson. In a Year 3/4 mathematics lesson, a very good level of concentration was maintained and pupils were very keen to answer questions in order to move the lesson along. Their eyes shone with excitement and enjoyment as their interest was engaged in the mental mathematics session. In a Year 5/6 English lesson, the pupils settled quickly to written work. Then they very willingly read examples of their own poetry. One pupil read a favourite poem - 'Infant school disaster' - to the clear amusement and enjoyment of the rest of the class.
13. Pupils quickly tell visitors that they enjoy school. They are eager to gain house points, but are also keen to work hard for their own satisfaction and to improve their standards. They need few incentives to give of their best and are clear about what is expected of them.

The school provides very good quality learning opportunities, which stimulate interest in the pupils.

14. A major reason why pupils need little incentive to do their best is that teachers try very hard to provide interesting and stimulating learning experiences for them. Joint planning in year groups is a valuable source of mutual support in developing good practice. Pupils much appreciate these learning opportunities and that learning can be fun. There is a good range of activities outside lessons, which further enhance the quality of pupils' learning. Procedures for promoting pupils' spiritual, moral, social and cultural development are good, overall, and all pupils have equality of access to the curriculum.
15. In a story session at the end of the day in a Reception/Year 1 class, the teacher had selected an interesting range of poetry. Her reading of the poems conveyed her own enthusiasm to the class and they participated with gusto, particularly enjoying the amusing poems. The teacher's careful explanation of difficult words and well targeted questions ensured that pupils made good progress in their learning. In a Year 1/2 numeracy lesson concerned with two-dimensional shapes, the teacher deployed graded work effectively to enable pupils of different levels of attainment to make very good progress. Carefully phrased questions built up pupils' confidence and challenged them to think their ideas through.
16. An excellent literacy lesson for a Year 3/4 class was rooted in careful lesson preparation, the teacher's enthusiasm for the subject and excellent relationships with the class. As a result, pupils responded with great enthusiasm to the imaginative work planned for the lesson and this resulted in an excellent quality of learning. In a Year 5/6 numeracy lesson, the brisk approach to the mental mathematics session at the start of the lesson and the interesting use of resources resulted in pupils concentrating well because of the imaginative approaches adopted by the teacher.
17. These interesting and stimulating approaches to lessons result in pupils enjoying their work and concentrating well for long periods. The fact that pupils expect to enjoy their work and find it interesting means that the management of pupils provides few problems. As a result, pupils normally make at least good progress in their learning and there are many examples of very good progress.

Pupils have very good social skills and a strong sense of moral responsibility.

18. Pupils behave very well in lessons, around the school and when taking part in activities. The school's collection of press cuttings and letters from local organisations such as the stroke club, demonstrate the respect which the school commands in the local community.
19. Older pupils help younger pupils in their classes and in various informal ways. They also help in the library, with assembly and with fund raising events and local organisations. Pupils throughout the school are confident both in class and at play and are happy to discuss with visitors what they are doing and why. Two Year 2 pupils confidently entertained the registered inspector to lunch on one of his visits to the school and made sure that he had his tray the right way round when collecting his meal.
20. Pupils support each other well in lessons and do so automatically. For example, Year 3/4 pupils made sure that everyone heard the question in the mental arithmetic exercise to ensure that no time was lost. A Year 1/2 class was discussing the meaning of love on St Valentine's day and offered a range of examples of how to express love. When one pupil confided that she was worried about her brother, this was received sympathetically and sensitively.
21. Pupils approach their work in the school with impressive maturity. They are clear that the school has high expectations of them and they value their participation in the 'Broomfield family'.

Procedures for monitoring pupils' academic progress are excellent.

22. The school has very thorough systems for monitoring individual pupils' attainment and progress. Each pupil's progress is tracked and the information is updated at least annually. This information is used to set targets for individual pupils so that further progress in learning can be managed in a structured and systematic way.

23. The optional National Curriculum tests for Years 3, 4, and 5 are taken and information from these is used alongside the National Curriculum tests at the end of Key Stages 1 and 2 to evaluate the school's standards of attainment. This information, along with baseline assessment information, is analysed in detail so that strengths and weaknesses in learning can be identified. As a result, the school is in a secure position to build on its strengths and to address its weaknesses.
24. The school uses this comprehensive range of data to set targets for all pupils, which are challenging but realistic. Information from the available data is supplemented by the professional judgements of class teachers. This information underpins the school's work in setting its targets for attainment in the end of key stage National Curriculum tests. In 1999, these targets were either met or exceeded. It is a measure of the school's success in this area that the local education authority has included the school in its Directory of Very Good Practice for tracking pupils' progress and target setting.

The headteacher, with the support of the governors, staff, and the wider school community, gives very good leadership: the school's ethos strongly supports learning.

25. The headteacher provides very good leadership and management. The school has clear aims centred around high standards of attainment within a secure and stimulating learning environment. These aims are reflected throughout the school community. The headteacher's leadership has created a situation in which there is exceptional unity of purpose amongst all adults in the school to strive for further improvement. Strategic planning is effective and underpins the school's success in identifying priorities for development. The school has a large underspend in its budget, but has carefully thought through the reasoning behind this. There is no adverse effect on the attainment and progress of the school's current pupils. Resources for learning are well used and the school makes good use of the grants it receives for specific purposes such as the professional development of staff.
26. Parents, governors, staff and pupils know what it means to be part of the Broomfield school family. Pupils know that the school has high expectations of them and that, if they give of their best, their contribution will be valued in the school community. This deceptively simple philosophy underpins the school's aims and is evident in all aspects of the school's life. It stems from and is put into practice by the headteacher. It is effective in that learning is strongly supported, relationships are very good and quality learning is sought for all pupils.
27. The headteacher is well supported by the governing body, which has a good grasp of its role and responsibilities. She is also well supported by senior staff with management responsibilities. She ensures that all pupils have opportunities to make very good progress. This is achieved by a broad, balanced, rich and relevant curriculum supported by school clubs such as French, recorders and choir. The headteacher takes a lead in monitoring learning by classroom observation and in rigorous analysis of a wide range of data with a view to identifying areas for further improvement. She has a genuine interest in every pupil and a wish to see all pupils excel. Parents and carers much appreciate the headteacher's efforts and many of them join the school in a variety of ways as partners in their children's learning.

WHAT COULD BE IMPROVED

The use of information and communications technology to support learning across the curriculum.

28. The school has been systematically improving the provision of information and communications technology since the last inspection and this process is on-going. Pupils across the key stages are competent in its use. However, there is no system to ensure that this new technology is fully exploited to support learning across the subjects of the curriculum.

29. One of the school's priorities is to develop information and communications technology further. An audit of how this technology is used in the different year groups to support learning, would provide a platform to plan further progress. Further, many pupils have home computers and the school has no strategy for utilising the opportunities that they present for supporting learning across the curriculum.

Teaching and learning in science, particularly for higher attaining pupils is less strong than in English and mathematics.

30. There was a considerable improvement in attainment in science in the National Curriculum tests at the end of Key Stage 2 between 1998 and 1999. However, the proportion of the school's pupils attaining the higher level 5 (29 per cent) was lower than the proportion attaining the higher level in English (32 per cent) or mathematics (42 per cent). Further, while the percentage of pupils attaining level 5 or above in science was close to the national average, in English and mathematics, this percentage was well above the national average. Science was the only subject in which the percentage of the school's pupils attaining level 5 was below the average for similar schools.

31. The school is thorough in analysing performance data, but this has not yet been used effectively to establish why higher attaining pupils are not attaining level 5 in science in the same proportions as in English and mathematics. However, this process is targeted in the school development plan for the future. Planning for improvement does not currently identify areas to be developed and what tasks will challenge higher attaining pupils to improve their level of attainment in science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:

- a) develop information and communications technology so as to exploit opportunities fully to use it to support learning across the curriculum by identifying ways in which it can be used in different subjects (see paragraphs 28 and 29);
- b) develop teaching and learning in science, particularly for higher attaining pupils by providing them with work which is appropriately challenging; (see paragraphs 30 and 31).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	40	36	16	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	236
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	14	26	40
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	24	24	24
	Total	37	37	38
Percentage of pupils at NC level 2 or above	School	93 (80)	93 (88)	95 (95)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	24	24	25
	Total	37	38	39
Percentage of pupils at NC level 2 or above	School	93 (92)	95 (100)	98 (95)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	14	11	14
	Total	27	25	28
Percentage of pupils at NC level 4 or above	School	87 (74)	81 (64)	90 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	11	14
	Total	26	24	28
Percentage of pupils at NC level 4 or above	School	84 (82)	77 (83)	90 (85)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

No of pupils

Fixed period

Permanent

Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	182
Any other minority ethnic group	19

This table refers to pupils of compulsory school age only.

Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26.2
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	46

Financial information

Financial year	1998/99
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	£
Total income	360,583
Total expenditure	336,066
Expenditure per pupil	1,412
Balance brought forward from previous year	37,682
Balance carried forward to next year	62,199

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	48	46	2	0	4
Behaviour in the school is good.	50	46	2	0	2
My child gets the right amount of work to do at home.	24	53	16	2	5
The teaching is good.	50	46	2	0	2
I am kept well informed about how my child is getting on.	45	46	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	52	40	3	3	2
The school expects my child to work hard and achieve his or her best.	52	46	2	0	0
The school works closely with parents.	32	50	12	3	2
The school is well led and managed.	49	41	5	3	2
The school is helping my child become mature and responsible.	42	52	4	0	2
The school provides an interesting range of activities outside lessons.	13	52	26	4	5

Summary of parents' and carers' responses

20 questionnaires had comments. Of these, eight were supportive of the school.

The major concerns are:

1. Need for more sports/activities. (6 comments).
2. Concern about teaching of handwriting in Key Stage 1.
3. Too much/little homework; the setting of homework being inconsistent and additional work not appreciated.
4. Access to/quality of IT (2 comments).
5. Need for morning refreshment (2 comments).
6. Need for more frequent consultation about progress (2 comments).
7. The kindness of the headteacher (2 comments).
8. Need for more investigative work (1 comment).

Overall, the responses on the questionnaires were very supportive of the school, and the inspection supports the positive comments. The school provides a normal range of activities outside lessons for schools of this type. The inspection found the teaching of handwriting to be good. The school uses homework effectively and the provision for information and communications technology is being systematically improved. The procedures for reporting the progress of pupils to parents are similar to those found in most schools of this type. The school is considering the situation with regard to finishing times and refreshments. The school recognises the need to be vigilant in order to ensure that parents understand what is taking place, and why.